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CURRENT EDUCATIONAL WRITINGS

I. A BRIEF REVIEW OF THE CURRENT LITERATURE RELATING TO HISTORY AND THE TEACHING OF HISTORY IN JUNIOR AND SENIOR HIGH SCHOOLS

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At the outset let us explain some of the terms used in the title of this review. By current literature is meant anything that has appeared during the past ten or twelve months dealing with material included in the remainder of the title. History and the teaching of history includes texts, pamphlets, courses of study, and articles dealing with the history material suitable for students in the last six grades of the public schools, and the method of presenting this material. The terms junior and senior high school are too well known to need explaining.

TEXTBOOKS

During the period covered in this discussion two texts in junior and six in senior high-school history have appeared. The two for the junior high school deal with the European background of American history, both of them following rather closely the recommendations of the Committee of Eight for the sixth grade.

Woodburn and Moran's text¹ opens with a chapter on "The Dawn of History," a valuable addition to the suggestions of the foregoing committee. This chapter is followed by twenty-five well-written others. These chapters begin with the rise of the Greeks and end with the early attempts of the English to found colonies in North America. The book is well written; it contains many excellent illustrations and maps, questions and suggestions to the pupil, and a pronouncing list of words at the end of each chapter. The main topics in each chapter are indicated by bold-face type. These topics are usually treated with sufficient length to save the book from the encyclopedic treatment too common in history texts. On a whole the book is attractive, accurate, and will no doubt prove a strong competitor against the dozen or so others now in this field.

Jennie Hall's book is made up of three main parts, viz.: "The Ancient World," "The Newer Nations," and "Beginnings of Our Own Times." The

¹ Woodburn and Moran, *Introduction to American History*. Longmans, Green, & Co., 1916; and Jennie Hall, *Our Ancestors in Europe*. Silver, Burdett & Co., 1916.

titles of these parts suggest their contents. One hundred and forty pages are devoted to Part I, 104 to Part II, and 82 to Part III. The list of illustrations is a very long one. There is also a considerable number of maps and plans scattered throughout the book. At the end of each chapter one finds a long list of questions of doubtful value. Following the last chapter is a list of important dates, which is too long to be of any value to the ordinary teacher. The omission of the bold-face paragraph headings, for which are substituted marginal headings and large topic headings run across the page, is quite a relief. To the writer's thinking the marginal headings could and should have been omitted. Generally speaking the make-up of the text is attractive, and the contents deal with concrete material well in the range of the understanding of the pupils for whom the book was written. Two of the texts for the senior high school deal with modern European History,¹ one with early European history,² one with ancient,³ one with mediaeval and modern,⁴ and one with the history of the United States.⁵ In the publication of Knowlton and Howe's *Essentials in Modern European History*, Longmans, Green, & Co. have completed a two-book series of European history, the first volume of which appeared in 1912. This second volume is a noticeable improvement over the first one. It opens with two excellent chapters on the social, political, industrial, and commercial conditions in Europe in the early eighteenth century, and closes with one on the advance of democracy since about 1870. Much attention is given to the topics in European history which have a direct bearing on the history of our own country. The book presents no general organization of the field covered. The chapters simply follow each other in co-ordinate relation with a continuous numbering of the main topics throughout the book. There is an abundance of marginal headings which detract from, rather than add to, the usefulness of the book as a text. There is a rather long list of maps and plans and a sufficient number of well-selected illustrations. At the end of each chapter one finds an abundance of pedagogical aids in the way of suggested topics and questions for further study, collateral reading with topics and exact references given, source studies, suggestions for map work, map references, and a general bibliography. All of these will be of great value to the teacher who plans to make the book the basis for a year's work in modern history, since the actual material given in the text is not sufficient for more than a semester course.

For a course in European history since the French Revolution there is probably no better text than Hazen's *Modern European History*. The book

¹ Knowlton and Howe, *Essentials in Modern European History*. Longmans, Green, & Co., 1917; and Hazen, *Modern European History*. Henry Holt & Co., 1917.

² Webster, *Early European History*. D. C. Heath & Co., 1917.

³ Breasted, *Ancient Times*. Ginn & Co., 1916.

⁴ Robinson, *Medieval and Modern Times*. Ginn & Co., 1916.

⁵ Fite, *History of the United States*. Henry Holt & Co., 1917.

opens with two excellent chapters summarizing the conditions in Europe and in France just prior to the outbreak of the Revolution. The last chapter contains material on the European war up to the time the book went to press. Twenty-six good maps in color, three in black, and a long list of illustrations add much to the value of the book. No general organization of the entire field is given, the thirty-four chapters following each other in co-ordinate relation. The system of marginal headings in bold-face type is used rather than the paragraph headings so common in texts of a similar nature. The few pedagogical acts are confined to a list of topics with the exact reference on each at the end of each chapter. These, however, are given in considerable abundance, making possible much reading beyond that given in the text. The part of the book dealing with the French Revolution exists in a separate volume.

The appearance of Webster's *Early European History* adds another valuable text to the growing list already in this field. Schools devoting one year to European history down to 1648 will be interested in Webster's book. It is the writer's judgment that it will prove to be one of the best in its field. Two hundred and ninety-eight pages are devoted to the Orient, Greece, and Rome, and 389 pages to mediaeval history, thus making it possible to devote half of the year to ancient Europe and the remaining half to mediaeval. The organization is by chapters appearing in co-ordinate relation with the big topics in each chapter numbered consecutively throughout the book, there being 240 of these big topics. At the end of each chapter are what are termed "Studies," made up in most part of questions based on the material given in the chapter. No specific reference aids are given in the body of the text. There is, however, in the Introduction a number of pages devoted to "Suggestions for Further Study" which contain a great amount of useful material. As to maps, illustrations, and plates, the book is well supplied. The Appendix contains a long table of events and dates, which will be likely to hinder rather than help the inexperienced teacher.

The texts by Professors Breasted and Robinson are models in the matter of textbook-making. Their content, appearance, and general make-up will please the conservatives in the field of high-school history. They cover the fields in European history proposed in 1898 by the Committee of Seven. It should be said, however, that they deal with what might be termed traditional European history in a fresh and unique manner. Emphasis is placed on conditions and institutions rather than on events. This being true, one finds in them much material that the texts in these fields written ten years ago do not contain. Both the authors and publishers deserve much praise for bringing out these excellent books right in the midst of a transition period in high-school history. They will do much toward keeping our feet on a solid foundation until we make up our minds just what phases of certain new proposals we wish to adopt.

One who has read Professor Fites's *Social and Industrial Conditions During the Civil War* and *The Presidential Election of 1860* would expect a history of the

United States from his pen to contain features not commonly found in high-school history texts in this field. A mere glance through the contents of the book will convince one that Professor Fites has placed much emphasis on the social and industrial development of the country, economic progress, and recent history, more than one-fourth of the volume being devoted to the period since 1865.

The book is divided into eight parts, which for teaching purposes in the high school have impractical names and date boundaries. These, however, will not hinder an experienced teacher who has a teaching organization of his own to follow. The chapter organization follows the plan of giving the names of the big topics in large type and inserting paragraph topics in the margin. The first is an excellent scheme, while the second should be omitted in a book for high-school seniors, whose chief business in reading a paragraph is to find out what the author is talking about therein. The pedagogical aids at the end of each chapter are of four kinds, viz.: general references, special topics, illustrative material, and suggestion questions, all of which will be of much value to the teacher and the student. The few illustrations and maps scattered throughout the text have been well selected. On a whole the book is a valuable addition to the already somewhat long list now in this field.

OUTLINES AND SYLLABI

But few state departments of education issue outlines and syllabi that are of much help to the teacher. New York and New Jersey are exceptions to this rule, especially in the matter of high-school history. The New York State Department of Education has for several years issued an elaborate syllabus of history and civics for the secondary schools. The 1910 syllabus has been revised to October, 1916.¹ This syllabus has been, since it was first published, one of the best on the market. It contains detailed outlines of courses in Ancient History to 800 A.D., History of Great Britain and Ireland, Modern History, Parts I and II, and United States History. Each outline contains excellent suggestions relative to library and notebook topics and map work. The general organization proposed for each course is the best that has come to the attention of the writer.

The high-school social studies including history syllabus issued last year by the New Jersey State Department of Public Instruction² contain courses of study in outline as follows: Early European History to 1700 including English History and Colonial American History, Modern European History since 1700 including contemporary civilizations, United States History since 1760, Civic Theory and Practice, and Economics. The pamphlet also contains

¹ *Syllabus for Secondary Schools*, 1910. Revised to October, 1916, "History and Civics." Albany, N.Y.: University of the State of New York, 1917.

² *The Teaching of the Social Studies including History*. Trenton, N.J.: State of New Jersey, Department of Public Instruction, 1916.

excellent suggestions relative to helpful books, pictures, wall and authors' maps, globes, and atlases. While the general organizations of the foregoing courses do not seem to the writer the best ones for teaching purposes, yet on the whole the outlines are excellent ones and should be of great service to the teachers of these subjects.

PAMPHLETS, JOURNALS, AND REPORTS

Two reports on history and the teaching of history in the secondary school have been published this year. In the *School Review* for February, March, and April, 1917, appeared in most part a study made by Hugo H. Gold, of the University of Iowa.¹ In Part I of his study Mr. Gold deals with the administration of the curriculum and content of courses in history, the materials for which were taken from 242 of the most recently published courses of study received from 236 cities in 41 states. Part II contains a discussion of methods and material used in high-school history. The data for this part were obtained from answers to a questionnaire received from 135 teachers representing 60 high schools or high-school systems in various sections of the country. While the study contains most of the errors usually found in questionnaire investigations, yet it has many suggestions of considerable value to history teachers. It seems unfortunate that Mr. Gold did not profit from the glaring defects of the study which served as a model for his own.

A more recent report than that of Mr. Gold is the one made by Dr. Leonard Koos which was published recently as chapter v in his *The Administration of Secondary-School Units* (The University of Chicago Press, 1917). This monograph of nearly 200 pages contains a digest and interpretation of facts gathered for that use by the *Committee on the Reorganization of the Secondary School and the Definition of the Unit of the North Central Association of Colleges and Secondary Schools*. The chapter on "History and the Other Social Studies" contains in all probability the most nearly accurate information relating to these subjects in the secondary school that has ever been collected. The method used by Dr. Koos in collecting the data safeguarded his report from many of the customary inaccuracies in studies of this type.

Some excellent material on the teaching of history has recently appeared in two journals.² The entire issue of the January, 1917, number of the *Ohio History Teachers' Journal* is devoted to suggestions for the teaching of modern European history in high schools. This material will be of much service to teachers who are struggling with the problem of modern European history. The suggestions Professor Perkins makes are very practical and helpful. This journal is issued in January, March, May, and November of each year. Almost every issue contains material of great value to a high-school history teacher.

¹ Hugo H. Gold, "Method and Content of Courses in History in the High Schools of the United States," *School Review*, XXV, Nos. 2, 3, and 4.

² *Journal of Educational Psychology*, May, 1917. Baltimore, Md.: Warwick & York; and the *Ohio History Teachers' Journal*, January, 1917. Columbus, Ohio.

Almost all of the May, 1917, issue of the *Journal of Educational Psychology* is devoted to studies in the teaching of history. The three leading articles are by Messrs. McCollum, Myers, and Sackett. They have the following titles which suggest the nature of their contents: "A Study of the Attainments of Pupils in United States History," "Delayed Recall in American History," and "A Scale in Ancient History." There is also a short article on recent publications in history by the editor, Professor J. C. Bell. The articles by Messrs. McCollum and Sackett represent good beginnings in the matter of tests in history. To the writer's knowledge this is the only published material in the field of history tests.

Three pamphlets should be mentioned before closing this discussion. The first is the report of a study made at the University of Illinois by Professors Bagley and Rugg.¹ In a pamphlet of 59 pages they report the results of a study of twenty-three texts in United States history for Grades VII and VIII. The results are very useful to one who desires to know what such texts have been emphasizing during the past fifty years. The chapter on "The Hall of Fame" is an illuminating one, showing what historical personages have received the most attention from the authors of the texts examined.

Ginn & Company recently published a pamphlet containing certain papers previously collated and issued by the Association of History Teachers of the Middle States and Maryland. The pamphlet contains several papers on the general topic "History Teachers for Secondary Schools." Persons interested in the topic will be glad to get the material in the convenient form in which it now exists.

The College Entrance Examination Board have done service to history teachers in publishing specimen answers in history.² It will be of considerable help to teachers preparing students for these examinations to see the good and bad papers which this pamphlet contains. Two papers as they were actually written in ancient, mediaeval, modern, English, and American history appear in the pamphlet. One of these papers in each field received a high grade and the other one a low grade, the reasons for which the reader cannot always see.

It should be said in closing this brief review of the literature relating to history and to the teaching of high-school history that the material appearing from month to month in the *History Teachers' Magazine*³ has been purposely omitted. It goes without saying that the material in this magazine deals with the teaching of history, and therefore needs no statement to this effect in a review of this type.

¹ W. C. Bagley and H. O. Rugg, *The Content of American History as Taught in the Seventh and Eighth Grades*. Bulletin No. 16, University of Illinois, Urbana, Ill.

² *Specimen Answers of College Candidates in History*. New York: College Entrance Examination Board, 1916. Price 25 cents a copy.

³ Editor, A. E. McKinley, Philadelphia, Pa.